



Responding to the Data: Taking a Timely, Targeted and Equitable Approach

Presenter Name

Date



Welcome!

Reflect:

Think back to a goal you worked hard to accomplish and how you felt when you reached that goal.

Chat:

One word that captures how you felt when you met your goal.



Learning Series at a Glance



Session 1	Session 2	Session 3	Session 4
Defining our Approach to Addressing Unfinished Teaching and Learning of Reading Foundational Skills	Assessing and Diagnosing Unfinished Learning of Foundational Reading Skills	Responding to the Data: Taking a Timely, Targeted and Equitable Approach	Considerations for Older, Struggling Readers

Objectives



Participants will:

- Understand the Louisiana Accelerate Model's Core Pillars and Accelerate Cycle
- Recognize effective instructional practices driven by data
- Identify structures that support effective data driven practices to address unfinished learning
- Reflect on current assessment practices and develop an action plan

Agenda



Time	Topic
10 min	Getting Started
40 min	Effective Instruction Driven by Data
15 min	Intentional Structures
20 min	Application
5 min	Wrapping Up and Next Steps

Zoom Norms



Be present: keep camera on when possible



Audio: stay on “mute” if you are not speaking



Engage with others: Zoom Breakout Rooms feature!





Chat: use the chat feature when prompted



Materials: Soft copy of the note catcher; links in chat box

Access Your Materials





Unfinished Learning Series
Early Literacy Community of Practice

Session 3:
Responding to the Data: Taking a Timely, Targeted and Equitable Approach

Case Study Review

- Independently read the case study about how Ms. Williams plans to address her students' unfinished learning that she identified through unit 2 data.
- Look for and annotate:** What was effective about Ms. Williams' planning process?

Ms. Williams Case Study

First Grade, Unit 2
Data Meeting Agenda

- Welcome and Celebrations
- Determining Student Needs
Review student performance on Unit 2 Assessment
- Highlight where students performed below proficient levels based on the guidance given for the unit assessment
- Identify patterns in the data
 - Patterns of classroom learning
 - Patterns of individual student learning
- Examine student work on the assessment for individuals that score below proficient (unless the data indicates a need for whole class reteach)
- Reflect on identified student's performance across the unit and supports that were provided to ensure learning
- Make a Plan**
 - Whole group reinforcement of skills
 - Group Students based on area that needs additional support
 - Create a plan for instruction of small groups
 - Lesson Plan
 - Pull lesson resources from Core Curriculum
 - Determine when small group instruction will occur and who will deliver it


We will pick up where we left off in the data meeting. Teachers have analyzed their data and determined student needs. We will join the meeting again to see how these teachers are now using the student data to make a plan for instruction. Read the case study below and then review the materials that follow to see more details about the plan that Ms. Williams created and the lessons she will deliver.

After deep and careful analysis of her unit 2 data, and after also reflecting on what she knows about her students and her instruction, Ms. Williams feels clear on where she needs to add more support. First, Ms. Williams decides to put together a plan for how she can reinforce the teaching of nouns since she realizes her rushed and weak instruction on that skill has resulted in the majority of the class still struggling on that skill. She goes back into her curricula resources and finds a worksheet with sorting nouns that she can use in whole group instruction. She also locates a noun sort she can put in centers and will focus on having students find nouns in the decodable stories from her curriculum that they will read in

1

Click on the link shared in the chat.


Click “make a copy”

**Google Docs**

Copy document

Would you like to make a copy of **NDE Early Literacy Session 3 Materials?**

[Make a copy](#)





Effective Data Driven Instruction

Assessment Best Practices



“...determine ***how to bring students into grade-level instruction***, not whether to bring them into it.”

(2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics)

Foundational Skills: Formative Assessment Practices



Checks for understanding **should**

- **occur frequently** throughout the week during instruction
- be **linked to curriculum** being used (embedded in units and lessons)
- reflect a **range of practices** (i.e., check lists, student work, student discussion)
- be used to celebrate and **capitalize on strengths**
- **identify how students are progressing** with learning and applying grade level skills independently and accurately
- inform if **adjustments to instructional approaches** are needed
- be used to **inform targeted acceleration** (small group or individual) to address incorrect and/or partial understandings as quickly as possible

Diagnose



Record Sheet for Unit 2 Assessment

Student's Name	Reading Digraphs & Spellings	Comprehension	Grammar: Identifying Nouns
Tamika	14/15	5/5	8/10
Juan	15/15	5/5	10/10
Lakina	13/15	4/5	6/10
Noah	11/15	2/5	4/10
Luis	12/15	3/5	4/10
Miriam	13/15	4/5	5/10
Natasha	14/15	5/5	7/10
Tanji	15/15	5/5	9/10
Emelia	14/15	4/5	6/10
Hector	12/15	2/5	4/10
Krystal	10/15	2/5	3/10
Amanda	5/15	1/5	2/10
Alejandro	10/15	2/5	3/10
Logan	15/15	5/5	6/10

Based on analysis of student work students demonstrated unfinished learning of the following patterns:

Noah: “a-e”, “i-e”

Alejandro: “i-e”

Krystal: “ee”

Amanda: unfinished learning indicated across all vowel patterns assessed

Case Study Analysis: Planning a Response to Data

Ms. Williams



- **Independently read** the case study about how Ms. Williams plans to address her students' unfinished learning that she identified through unit 2 data.
- **Look for and annotate:** What was effective about Ms. Williams' planning process?

Let's Discuss

Ms. Williams



In Your Breakout Room

Discuss your analysis of the case study:

- What was effective about Ms. Williams' planning process?
- Be as specific as possible!

Let's Debrief!



Share in the Chat:

One effective practice Ms. Williams used to address students' unfinished learning that you identified in your breakout room.

- Instruction is data driven
- Instruction is targeted and based on identified trends and individual needs
 - Whole class reinforcement
 - Small group instruction to address specific unfinished learning
 - Individualized intensive intervention beyond acceleration as needed

Whole Group Reinforcement

Ms. Williams...

- Makes a decision **driven by data**: since the majority of the class did not master the skill, she reinforces this skill with the whole class.
- **Adjusts instruction** to reinforce a skill that did not, in the initial instruction, provide adequate modeling and opportunity for practice.
- Uses **high quality core curriculum resources** for reinforcement of skill.

Word Sort with Common Nouns (People and Things)

- Write the decodable nouns from the box below on cards, one word per card.
- Label one box with a picture of a person and one box with a picture of a thing.
- Ask the students to read the nouns on the cards and determine if the nouns name a person or thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of word cards.

Common Nouns that Name People:

1. bride
2. girl
3. boy
4. queen
5. king
6. dad
7. cop
8. man

Common Nouns that Name Things:

9. gate
10. mule
11. bike
12. note
13. cake
14. rose
15. dime
16. feet

Finding Nouns in the Stories

- Assign one or more stories from *Gran* to students and have them copy the nouns of your choice (proper nouns; nouns that name a person, place, or thing) on a sheet of paper.

Small Group Instruction



Ms. Williams groups students strategically **based on data** and to provide instruction to address unfinished learning to meet **individual needs**.



Flexible Groups

Groups that can change across the year based on students' specific needs for a given unit, text, concept or lesson

Responsive/Targeted

Traditional Groups

Students are grouped based on perceived reading ability or a reading level assessment; these groups remain consistent across the year.

Fixed/Permanent



Leverages Structured Approach



Share in the Chat:

One structure that you see in Ms. Williams' lesson plan that aligns to a structured phonics approach.

Small group lesson plan to address unfinished learning

Students: Noah and Alejandro

Targeted Skill: /ae/ > 'a_e' and /ie/ -> 'i_e'

Warm Up	Match Me Play Match Me with: /ee/ > 'ee' /ae/ > 'a_e' /ie/ > 'i_e' /oe/ > 'o_e' /ue/ > 'u_e'	Materials: Large letter cards: 'ee', 'a_e', 'i_e', 'o_e', 'u_e'	Minutes: 3
Explicit Instruction	Review the Sound Spelling Review /ae/ > 'a_e' and /ie/ > 'i_e'	Grade 1 Code Flip Books Articulation Chart Word List	4
Guided Practice working with skill	Chaining Chaining list targeting /ae/ > 'a_e' and /ie/ > 'i_e': kite > bite > site > side > wide > wade > made > make > mike (consonants: 'k', 't', 'b', 's', 'd', 'w', 'm', and vowels: 'a', 'i', and 'e')	Chaining List dry erase board, marker, and eraser for teacher and each student	8
Independent Practice	Race to the Top Student partners play "Race to the Top" with Vowel Digraph Word/Picture Cards for /ae/ > 'a_e' and /ie/ > 'i_e'.	Word/Picture Cards (Vowel Digraph) for /ae/ > 'a_e' and /ie/ > 'i_e'	10

Leverages Structured Phonics Approach

- Provides review of skills, **explicit instruction**, aligned practice
- Abundant, engaging practice** of skills

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Curriculum-Embedded and Aligned Materials



Ms. Williams...
Uses **high quality**
core curriculum
resources for
reinforcement of
skill.

Guided Practice: Chaining

Objective: Work with sound-spelling correspondences by requiring attention to individual sound-spelling changes as words are read or spelled.

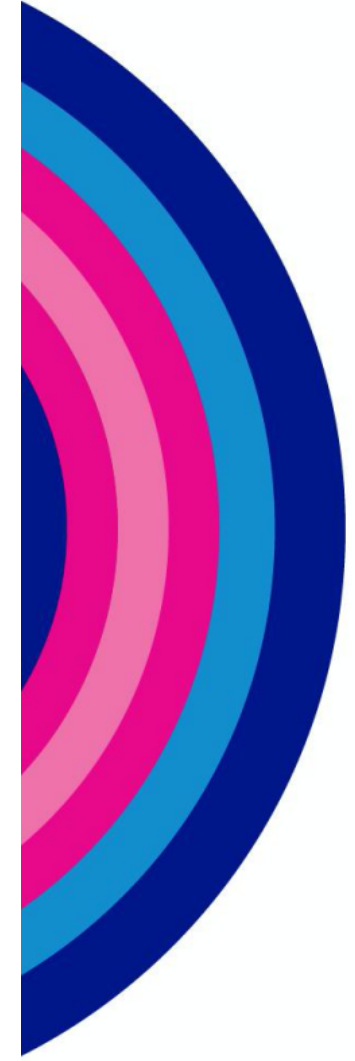
Materials:

- Chaining list
- writing materials for both teacher and student writing
- optional: Large Letter Cards

Preparation: Select a chaining list targeting sound-spellings in need of remediation from Materials for Phonics Lessons. If students are struggling to distinguish between short and long vowel sound-spellings when both are used in instruction, the long vowel sound-spelling chains may be used before the mixed vowel sound-spelling chains. Gather writing materials (e.g., dry erase boards and markers) for both teacher and students. If you wish to display letter cards for the letters used in the chain, copy and cut the required Large Letter Cards from Materials for Phonics Lessons.

Instructions:

- Display the letters required for the selected chain. They may be written at the top of the board or chart paper or may be letter cards set out in front of students on the table.



Intentional Structures

Let's Discuss

Ms. Williams



In Your Breakout Room:

Think back to your analysis of the case study.

Discuss:

- What mindsets, systems and structures were in place to support the approach Ms. Williams took to address unfinished learning?
- Be as specific as possible!

Strategically Leverages Time and People

- **Strategically Leverages Time**

- Weekly grade level support data analysis and developing
- Students on instruction
- Consistent all group instruction

- **Strategically Leverages People**

- School Leaders support teachers with data analysis and development of plan as needed
- Highly Qualified Teachers address student needs

**Growth
Mindset
!**



Application

What if...

Read the Ms. Hill Case Study in your notecatcher.

Reflect:

- Based on what you have learned in this session, is Ms. Hill's response to data best practice? Why or why not? Be sure to identify specific evidence.
- How can mindsets about students and data impact student success?

Record Sheet for Unit 2 Assessment			
Student's Name	Reading Digraphs & Spellings 12/15 or above=proficient	Comprehension 3/5 or above = proficient	Grammar: Identifying Nouns 7/10 or above = proficient
Tamika	14/15	5/5	8/10
Juan	15/15	5/5	10/10
Lakina	10/15	2/5	6/10
Noah	11/15	2/5	4/10
Luis	10/15	3/5	4/10
Miriam	13/15	4/5	5/10
Natasha	9/15	2/5	7/10
Tanji	4/15	1/5	9/10
Emelia	14/15	4/5	6/10
Hector	12/15	2/5	4/10
Krystal	10/15	2/5	3/10
Amanda	5/15	1/5	2/10
Alejandro	10/15	2/5	3/10
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Discuss and Plan



In Your Breakout Room

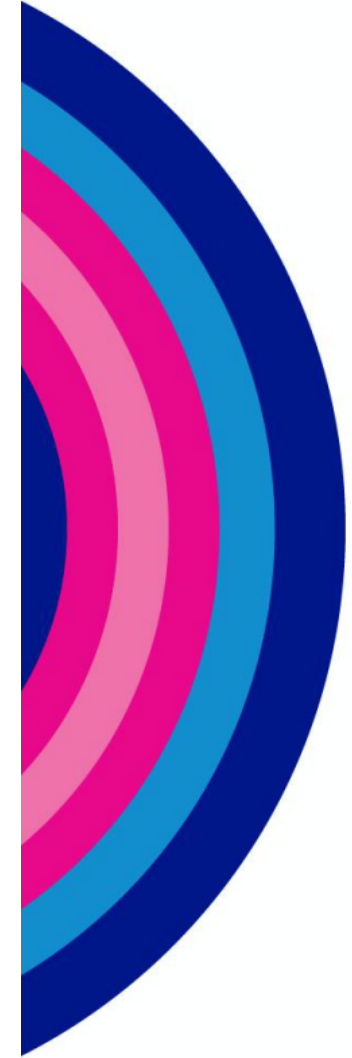
- Assign a timekeeper and recorder.
- Discuss your reflections about Ms. Hill's response to data.
- As a group, work to brainstorm ways to support Ms. Hill in adjusting her plan.

Supporting Ms. Hill



Some ideas...

- Support Ms. Hill to do a deeper dive into her data to **identify the specific skills** students have not yet mastered and **celebrate student successes to promote growth mindset**
- Help her **identify the trends** in her data and **how to respond**
- Encourage Ms. Hill to collaborate with colleagues to **identify resources in core high quality curriculum** to use for acceleration
- Identify **progress monitoring** to determine if small group instruction has led to mastery of if instruction needs to be adjusted



Wrap up

Before Our Next Session



School-based leaders: Select one teacher to support in responding to their data (either a whole group lesson or small group lesson)

District-based leaders: Observe the co-planning session and/or observe the teacher's instruction

Looking Ahead



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Thank You!



Please give us your feedback:

<https://tinyurl.com/NDEELAS3>